

Music and Arts Standards that Blues Kids Foundation brand uses.

Reference: The Kennedy Center National Standards for Arts Education

www.Kennedy-Center.org

<http://artsedge.kennedy-center.org/educators.aspx>

Music

Grade 5 - 8 Music Standard 1

Content Standard

Singing, alone and with others, a varied repertoire of music

Achievement Standard

- Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students sing music written in two and three parts

Grade 5 - 8 Music Standard 2

Content Standard

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

- Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control
- Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Grade 5 - 8 Music Standard 3

Content Standard

Improvising melodies, variations, and accompaniments

Achievement Standard

- Students improvise simple harmonic accompaniments
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

Grade 5 - 8 Music Standard 4

Content Standard

Composing and arranging music within specified guidelines

Achievement Standard

- Students arrange simple pieces for voices or instruments other than those for which the pieces were written

Grade 5 - 8 Music Standard 5

Content Standard

Reading and notating music

Achievement Standard

- Students read at sight simple melodies in both the treble and bass clefs
- Students use standard notation to record their musical ideas and the musical ideas of others

Grade 5 - 8 Music Standard 6

Content Standard

Listening to, analyzing, and describing music

Achievement Standard

- Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology
- Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Grade 5 - 8 Music Standard 7

Content Standard

Evaluating music and music performances

Achievement Standard

- Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

- Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Grade 5 - 8 Music Standard 8

Content Standard

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

- Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)

Grades 5 – 8 Music Standard 9

Content Standard

Understanding music in relation to history and culture

Achievement Standard

- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary

Grade 9 - 12 Music Standard 1

Content Standard

Singing, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:

- Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- Students demonstrate well developed ensemble skills

Advanced:

- Students sing in small ensembles with one student on a part

Grade 9 - 12 Music Standard 2

Content Standard

Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard

Proficient:

- Students perform an appropriate part in an ensemble, demonstrating well developed ensemble skills
- Students perform in small ensembles with one student on a part

Grade 9 - 12 Music Standard 3

Content Standard

Improvising melodies, variations, and accompaniments

Achievement Standard

Proficient:

- Students improvise stylistically appropriate harmonizing parts
- Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Grade 9 - 12 Music Standard 4

Content Standard

Composing and arranging music within specified guidelines

Achievement Standard

Proficient:

- Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

Grade 9 - 12 Music Standard 5

Content Standard

Reading and notating music

Achievement Standard

Proficient:

- Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Grade 9 - 12 Music Standard 6
Content Standard

Listening to, analyzing, and describing music

Achievement Standard

Proficient:

- Students demonstrate extensive knowledge of the technical vocabulary of music
- Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Grade 9 - 12 Music Standard 7
Content Standard

Evaluating music and music performances

Achievement Standard

Proficient:

- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Grade 9 - 12 Music Standard 8
Content Standard

Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard

Proficient:

- Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound)

Grade 9 - 12 Music Standard 9
Content Standard

Understanding music in relation to history and culture

Achievement Standard

Proficient:

- Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Music and Arts Standards that Blues Kids Foundation brand uses.

Reference: Illinois State Board of Education Goals & Standards

<https://illinoisartslearning.org/wp-content/uploads/2017/12/IL-Arts-Learning-Standards-Approved-2016-MU-View-FINAL.pdf>

Illinois State Goals & Standards

Fine Arts

IL.25 GOAL: Know the language of the arts.

IL.25.A.ECc Music: Investigate the elements of music.

IL.25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

IL.25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

IL.25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).

IL.25.A.2c Music: Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.

IL.25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando).

IL.25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

IL.25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

IL.25.B STANDARD: Understand the similarities, distinctions and connections in and among the arts.

IL.25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).

IL.25.B.2 Understand how elements and principles combine within an art form to express ideas.

IL.25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.

IL.25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).

IL.26 GOAL: Through creating and performing, understand how works of art are produced.

IL.26.A STANDARD: Understand processes, traditional tools and modern technologies used in the arts.

IL.26.A.ECc Music: Participate in music activities.

IL.26.A.2a Dance: Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music and technology are used for performance of dance.

IL.26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

IL.26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).

IL.26.A.2c Music: Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).

IL.26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.

IL.26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.

IL.26.B STANDARD: Apply skills and knowledge necessary to create and perform in one or more of the arts.

IL.26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.

IL.26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill.

IL.26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.

IL.26.B.4c Music: Create and perform music of challenging complexity and length with expression.

IL.27 GOAL: Understand the role of the arts in civilizations, past and present.

IL.27.A STANDARD: Analyze how the arts function in history, society and everyday life.

IL.27.A.1a Identify the distinctive roles of artists and audiences.

IL.27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).

IL.27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.

IL.27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.

IL.27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.

IL.27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.

IL.27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).

IL.27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.

IL.27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.

IL.27.B STANDARD: Understand how the arts shape and reflect history, society and everyday life.

IL.27.B.1 Know how images, sounds and movement convey stories about people, places and times.

IL.27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.

IL.27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

IL.27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.

IL.27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.

IL.27.B.4b Understand how the arts change in response to changes in society.

IL.29 GOAL: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

IL.29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.

IL.29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. Pedagogy & America's Root Music:

Social/Emotional Development

IL.31.A.ECa: Describe self by using several basic characteristics.

IL.31.A.ECb: Exhibit eagerness and curiosity as a learner.

IL.31.A.ECc: Exhibit persistence and creativity in seeking solutions to problems.

IL.31.A.ECd: Show some initiative and independence in actions.

IL.31.A.Ece: Use appropriate communication skills when expressing needs, wants and feelings.

IL.32.A.ECa: Begin to understand and follow rules.

IL.32.A.ECb: Manage transitions and begin to adapt to change in routines.

IL.32.A.ECc: Show empathy and caring for others.

IL.32.A.ECd: Use the classroom environment purposefully and respectfully.

IL.32.B.ECa: Engage in cooperative group play.

IL.32.B.ECb: Begin to share materials and experiences and take turns.

IL.32.B.ECc Respect the rights of self and others.

IL.32.B.ECd Develop relationships with children and adults.